

DOCUMENT RESUME

ED 091 563

CE 001 334

TITLE Policies and Standards for the Approval of Separately-Administered Adult High Schools, 1973-1974.

INSTITUTION North Central Association of Colleges and Secondary Schools, Chicago, Ill.

PUB DATE 73

NOTE 67p.

EDRS PRICE MF-\$0.75 HC-\$3.15 PLUS POSTAGE

DESCRIPTORS *Academic Standards; *Accreditation (Institutions); *Adult Education Programs; *Continuation High Schools; Educational Accountability; *Educational Assessment; Educational Policy

IDENTIFIERS Adult High Schools

ABSTRACT

The present policies and standards for the approval of separately-administered adult high schools were drafted by a task force appointed in 1971 and were adopted in March 1973. It is anticipated that the standards will aid all adult high schools to move forward to new levels of effectiveness. Policies stated relate to definition, school evaluation, innovation and unusual programs and designs, and classification of schools. Standards are related to aspects of: institutional purpose, organization and administration, instructional program, noncredit offerings, professional staff, leisure and cocurricular activities, student personnel services, institutional adaptability, instructional/learning materials and services, finances, facilities and equipment, and evaluation. Other sections cover procedures for amendment, appeals, organization, rulings, and teacher requirements. (EA)

POLICIES AND STANDARDS FOR THE APPROVAL OF SEPARATELY-ADMINISTERED ADULT HIGH SCHOOLS 1973-1974

FD 091563



"The purpose of the Association shall be the development and maintenance of high standards of excellence for universities, colleges, and secondary schools; the continued improvement of the educational program and the effectiveness of instruction on secondary and college levels through a scientific and professional approach to the solution of educational problems; the establishment of cooperative relationships between the secondary schools and colleges and universities within the territory of the Association; and the maintenance of friendly working relationships with other educational organizations and accrediting agencies." (Articles of Incorporation of the North Central Association)

CE 001330

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

FOUNDED 1895

Commission on Secondary Schools
5454 South Shore Drive
Chicago, Illinois 60615
Telephone (312) 752-1516

CHAIRMEN OF THE STATE COMMITTEES OF THE COMMISSION ON SECONDARY SCHOOLS

- Arizona*—Howard L. W. J. College of Education, University of Arizona, Tucson, Arizona 85724
- Arkansas*—Carrie R. Seay, State Department of Education, Little Rock, Arkansas 72203
- Colorado*—Harold H. Williams, School of Education, University of Colorado, Boulder, Colorado 80302
- Illinois*—Willie S. Kemp, 301 E. Chicago St., Room 330, University of Illinois, Urbana, Illinois 61820
- Indiana*—Angus G. Poirer, School of Education, Indiana University, Bloomington 47401
- Iowa*—Wendell L. Hunsont, College of Education, 418 Jefferson Bldg., Iowa State, Iowa, Iowa City, Iowa 52240
- Kansas*—John H. Vossmerai, State Department of Public Instruction, Topeka, Kansas 66612
- Michigan*—Dr. Sutherland Haydon, 401 South Fourth St., University of Michigan, Ann Arbor, Michigan 48101
- Minnesota*—Elmer M. Wehren, State Department of Education, St. Paul, Minnesota 55101
- Missouri*—Neal F. Asher, College of Education, University of Missouri, Columbia, Missouri 65211
- Nebraska*—Ronald Becker, State Department of Education, 233 South 10th, Lincoln, Nebraska 68501
- New Mexico*—Alvin W. Research, College of Education, University of New Mexico, Albuquerque, New Mexico 87106
- North Dakota*—Dr. H. J. K. Klein, State Department of Public Instruction, Bismarck, North Dakota 58501
- Ohio*—Stanley F. Fox, Room 606, State Office Bldg., State Department of Public Instruction, Columbus, Ohio 43215
- Oklahoma*—T. J. Williams, State Department of Public Instruction, Oklahoma City, Oklahoma 73105
- South Dakota*—F. R. Welch, State Department of Public Instruction, Pierre, South Dakota 57501
- West Virginia*—Ramon H. Kidd, State Department of Education, State Capitol Bldg., Charleston, West Virginia 25305
- Washington*—Allen F. State, University of Washington System, 231 Van Ness Hall, Madison, Washington 98106
- Wisconsin*—Lynn D. Anderson, College of Education, University of Wisconsin, Madison, Wisconsin 53706
- Illinois*—Department of Public Instruction, John A. Starnes, 5151 South Shore Drive, Chicago, Illinois 60612

CONTENTS

Introduction

Section A: Policies

I. Definition and Delimitation of Separately-Administered Adult High Schools	3
II. Non-Discriminatory Selection of Students	3
III. Period of Accreditation	3
IV. Review of Annual Reports	4
V. Accreditation and the Composite Effectiveness of the School	4
VI. School Evaluation	5
VII. Innovative and Unusual Programs and Designs	6
VIII. Classification of Schools for Accreditation	6
IX. Responsibilities of State Committees	8

Section B: Standards

I. Institutional Purpose	9
II. Organization, Administration, and Control	11
III. Instructional Program	23
IV. Non-Credit Offerings	26
V. Professional Staff	27
VI. Leisure and Co-Curricular Activities	31
VII. Student Personnel Services	32
VIII. Institutional Adaptability	34
IX. Instructional/Learning Materials and Services	36
X. Financial Support and Control	38
XI. School Facilities, Equipment, and Supplies	39
XII. Evaluation	41

Section C: Amendment Procedures for These Standards	43
---	----

Section D: Appeals Procedures	45
Section E: Organization and Procedures of the Commission on Secondary Schools	51
Section F: Rulings of the Administrative Committee	57
Appendix: NCA Requirements for Teachers in High School Diploma-Completion Courses	59

INTRODUCTION

One of the most important components of the American community of schools is the adult high school. Providing as it does a second—and in some cases a third, fourth, and fifth—opportunity to those people who wish to complete their high school diploma work, it is an essential and integral part of our nation's system of common schools. Without the adult high school, our commitment to equality and accessibility of education for all would have little meaning for millions of Americans, for this school is the one door to the future that is never closed.

In an effort to redress some of the educational inequities of the past, our nation in recent years has begun to place a far greater value on adult secondary education. Hence the need for quality control and meaningful standards has emerged with force. In recognition of its responsibility to the public interest, the NCA Secondary Commission in 1971 appointed a Task Force to draft standards for the accreditation of adult high schools. These present standards are the result of the work of that Task Force, supplemented and complemented by the counsel and advice of literally hundreds of adult educators in the field.

The original charge to the Task Force was to prepare standards that would establish the preconditions for sound adult secondary education, standards that would permit member schools that wide range of individual action, experimentation, and flexibility so vital to the continued vigor of adult secondary education, but standards that at the same time would provide effective quality controls. The prime purpose of regional accreditation is not to confine a school within a maze of restrictions and constraints, but rather to make certain the school commands and then uses wisely those resources it requires to do its job well. It is thought that these standards strike that vital balance.

The standards were adopted by the Commission on Secondary Schools at its March 1973 annual business meeting. The Commission feels that the provision of these accreditation standards for adult high schools represents a momentous step. Not only will it enlarge the circle of schools by uniting the adult high school community with other secondary educators, but the standards should establish benchmarks that will help all adult high schools move forward to new levels of effectiveness.

POLICIES AND STANDARDS FOR THE APPROVAL OF SEPARATELY-ADMINISTERED ADULT HIGH SCHOOLS

Section A—POLICIES

Policies are adopted procedures and guides to be followed by the Commission on Secondary Schools in accrediting member schools.

Policy I: Definition and Delimitation of Separately-Administered Adult High Schools

A separately-administered adult high school (hereinafter called adult high school) to be eligible for NCA accreditation under these Policies and Standards must have a student body comprised predominately of adults. It must have a program leading to the completion of the requirements for the high school diploma, although it may have, and is encouraged to have, other programs as well, including enrichment, occupational, avocational, recreational, and remedial offerings.

The adult high school must issue its diploma under its own name or in behalf of the total district. Its administrative organization must be separate from that of any other school in the district, although it may occupy or share the same physical facilities.

Adult programs not meeting the above definition, such as adult evening programs that are an integral part of a high school established primarily for students of secondary school age and whose diplomas are issued in the name of that high school, may not acquire separate accreditation under these standards. (Only if the comprehensive high school itself is accredited will such programs be covered by NCA accreditation.)

Policy II: Non-Discriminatory Selection of Students

A school seeking NCA membership under these standards shall not discriminate in its selection of students on the basis of race. Nor shall it discriminate on the basis of religion, unless the school is officially church-related and wishes to recruit its students mainly from communicants of that church.

Policy III: Period of Accreditation

A member adult high school is accredited for one year at a time, which is always the present school year. Its certificate of membership is valid as long as the school satisfies conditions for accreditation established by the Commission on Secondary Schools, is fully ap-

proved or accredited by the legally constituted or recognized accrediting agency in the state, if any, and functions in full accordance with all state requirements for adult high schools.

Schools admitted during the annual meeting will be considered accredited for that entire school year.

Policy IV: Review of Annual Reports by the State Committees and the Commission on Secondary Schools

1. An adult high school desiring to continue membership in the Association shall submit an annual report and such supplementary reports as the Commission on Secondary Schools finds necessary in order to accredit schools.
2. The State Chairman shall distribute each fall annual report forms and supplementary instructions and suggestions, check the receipt of the reports, and make an initial review of the reports in preparation for review by the State Committee. The State Committee shall examine the annual reports from member schools and make recommendations to the Commission for its consideration during the review of the status of all member schools at the annual business meeting of the Association in the spring.
The annual report for adult high schools shall be designed to determine the modifications that have been made to adapt the program and the instruction in the school to the particular needs of adult students seeking further secondary education.
3. It shall be the policy of the Commission not to take an action affecting the accreditation of a member school which is different from that recommended by the State Committee without first consulting with the State Chairman.
4. Each member school in its annual report to the Commission is required to list all violations of standards cited the previous year, and to indicate what action has been taken to correct the deficiencies.

Policy V: Accreditation and the Composite Effectiveness of the School

1. An adult high school shall be judged on the basis of its total effectiveness in meeting the educational needs of its adult students through the secondary level. Although it is a purpose of an accrediting association to develop certain basic standards for the approval of schools, it is recognized by the Commission that desirable variations will occur in the purposes and programs of institutions. There-

fore, adult high schools may vary widely in format and structure. Standards and procedures in accreditation should be sufficiently flexible to provide for these variations within a framework of common preconditions for quality education.

2. The Commission on Secondary Schools, through research and study, shall continue to seek to improve its standards and to make them stimulating and conducive to the educational advancement of the member schools.

Policy VI: School Evaluation

1. An adult high school shall be evaluated, insofar as is possible, in terms of its stated purposes and objectives, provided these are in harmony with the particular needs of its adult students and in accord with the requirements and expectations of the community, the state, and the nation.
2. In order to stimulate schools toward continued improvement in development of quality programs, each member adult high school shall be evaluated at least once every seven year cycle, using an appropriate evaluation instrument approved by the Commission. These materials shall be used on a self-study basis, then be followed by an NCA evaluation team of sufficient size and remaining an adequate length of time in the school to observe all phases of its program.
3. Each adult high school applying for membership shall follow the procedure outlined here. Exceptions to the provisions of this policy may be made only by action of the Administrative Committee. However, a school may be accorded full membership without undergoing an evaluation for up to two years following its admission into the North Central Association, provided in the judgment of the State Committee and the Commission on Secondary Schools the school meets all the qualifications for membership listed in these Policies and Standards. This shall be known as "Membership with-Deferred Evaluation." The school shall be granted continuing membership status when it undergoes a complete self-study followed by an evaluation by an NCA team, as outlined in the *NCA Procedures for the Evaluation of Secondary Schools*.

If the school has not completed its evaluation by the time of the second annual meeting following its admission into the NCA, it shall be dropped from membership. Exceptions to this regulation can be made only upon the recommendation of the State Committee and with the approval of the Administrative Committee.

4. The principal shall file with the State Committee one-year and three-year progress reports concerning the extent to which the school has been using the results of the school evaluation for self-improvement. This is not a requirement to quantify the number of recommendations implemented—or rejected—but to report on the steps taken to resolve the major weaknesses reported by the evaluation team.

Policy VII: Innovative and Unusual Programs and Designs

In pursuit of a design for more effective education for its particular students, a school may seek to develop formats and approaches that differ substantially from some of these accreditation standards.

Prior approval for exception from any specific standard is to be sought initially from the State Committee. Such exception will be granted only when the following conditions are met fully:

1. Plans for the varying design or program must be developed fully.
2. The purposes and objectives for the varying design must be stated explicitly.
3. The design or program must hold promise of providing more effective education for the students in this particular school than do the required procedures imposed by the standard to be waived.
4. An evaluation process must be built into the design or program from the outset. The results of this evaluation are to be reported subsequently to the State Committee at a time set in the original statement of approval.

The State Committee will forward its recommendation on the specific request to the Administrative Committee. In turn, the Administrative Committee will submit its own recommendation to the Commission on Secondary Schools for its action at the annual business meeting.

The intent of this procedure is not to deter innovation, but to encourage it under such controlled circumstances that its prospects for success are improved.

This policy applies only to *substantive* deviations from the standards. Less sweeping innovations may be authorized directly by State Committee action.

Policy VIII: Classification of Schools for Accreditation

The accreditation status of member schools shall be reviewed annually. Based upon an analysis of its annual

report and such additional information as the Commission may require, a member school shall be classified in one of the following categories each spring at the annual meeting:

1. *Accredited*

A school shall be classified as Accredited when it meets fully the requirements of all policies and standards or when, in the opinion of the State Committee and/or the Commission, it fails to meet one or more of the policies and standards but the resulting deficiency does not detract to a serious degree from the quality of the school's educational program.

2. *Accredited-Warned*

A school shall be classified as Accredited-Warned when, in the judgment of the State Committee and/or the Commission (a) it fails to meet one or more of the policies and standards and the resulting deficiency seriously detracts from the quality of the school's educational program, (b) it consistently fails to remove or make substantial progress toward removing all deficiencies noted the previous year, (c) it consistently violates policies and standards, or (d) when it deliberately and unnecessarily violates one or more of the standards.

NOTES: (1) The period of warning is for one academic year. If at the end of the year the cause for warning has not been corrected, the school will be dropped from membership in the Association, except under extraordinary circumstances, when a second warning may be given. A second warning may be given only by means of a three-fourths majority vote of the members of the Commission present at the annual business meeting. (2) When all schools within the district are warned for a violation beyond the control of the individual school, such as the deterioration of board/staff relationships, the warning shall not be additive as far as the individual school is concerned. Only under the most extenuating circumstances will a second warning be granted for a district-wide violation.

3. *Withdrawn or Discontinued*

A school which voluntarily requests to withdraw or is discontinued will be classified as "Withdrawn" or "Discontinued" for the records of the Association.

4. *Dropped*

A school which finds it impossible to meet the standards or refuses to do so in successive years may be dropped from membership. A school shall not be dropped without a one-year warning if it

has been accredited continuously for five years, except by a three-fourths majority vote of the members of the Commission present at the annual business meeting.

Policy IX: The Responsibilities of State Committees and State Chairmen

1. State Committees are the agencies of the Commission on Secondary Schools responsible for making decisions and recommendations relative to the standing of member schools. In addition to receiving and examining reports from schools and making recommendations to the Commission, State Committees have the responsibility of working with member adult high schools to assist them to meet satisfactorily or to exceed the provisions of the standards.
2. The Chairman of each State Committee is the official agent of communication between the secondary schools in that state and the Commission on Secondary Schools. He is responsible to the Commission for the distribution, collection, and filing of all reports, and for such other duties as the Commission may define. (See Section E.)
3. All State Committee members are voting members of the Commission on Secondary Schools of the Association.
4. Each State Committee and the Chairman shall be responsible for establishing a visitation cycle which will provide that approximately one-seventh of the member schools in their state shall be involved in the self-study and visitation process each year.

Section B—STANDARDS

Format for the Standards:

1. *Qualitative Principle*—introduces each standard to describe its general significance and the provisions to be made.
2. *Minimum Standards*—the numbered standards state the specific requirements that must be observed by member schools. A simplified numbering system has been introduced to facilitate reference to these sections.
3. *Progress Criteria*—suggest direction or objectives for those schools that meet or exceed the minimum standards; not required for membership, but indicative of additional improvements that should be made in the pursuit of more effective education.

STANDARD I: INSTITUTIONAL PURPOSE

In our contemporary society, our technical culture requires constant upgrading of one's educational attainments and occupational skills for full participation in that society. Educational opportunities should not be precluded by the age of the student; hence the North Central Association encourages the development of adult high schools wherein men and women can seek to further their education, whether or not in pursuit of a high school diploma, in a manner and form designed to fit their particular adult learning needs.

An adult high school has the responsibility for providing educational programs which are adapted to the intellectual, social, vocational, and emotional needs of adults. In order to establish priorities, assist decision-making, provide an effective basis for program development, and allow for comprehensive and continuous evaluation, each member school shall develop, adopt, and maintain a written statement of the major purposes and general objectives to be sought through its adult educational program.

- 1.1 The school's statement of purposes and objectives shall be expressed clearly. The objectives should be stated in terms of educational outcomes that will lend themselves to specific determination of the degree to which they are being realized in the school.
- 1.2 The statement shall reflect the joint thinking of the faculty and the administration. Students and the industrial, professional, and business community should be involved in its development.
- 1.3 The statement shall describe the particular educational mission of the school in providing educa-

tion through the secondary level for adult students in a form and at a pace in keeping with their adult requirements. Moreover, the statement shall reflect the individual character of the school, including familiarity with the community's socioeconomic composition, various other community agencies and resources for adult education, the expectations and the requirements of both the community and the adult students, and the particular needs and characteristics of the students. The statement shall be consistent with the principles and spirit of American democracy and with the prevailing values of life and work in American society.

- 1.4 The statement of purpose shall indicate the priorities established for the school's various responsibilities. Implementation of such priorities shall be evident in the educational program.
- 1.5 Objectives shall be identified for the specific subject areas of the diploma-completion program and for the school's non-diploma sectors, including occupational, recreational, enrichment, avocational, and/or remedial. Objectives shall be identified for the student personnel services of the school. These objectives shall be expressed in terms of the specific behaviors, skills, and attitudes to be sought in every program area of the school. These objectives shall be consistent with the major purposes of the school.
- 1.6 Provision shall be made for periodic review and appropriate modification of the statement in light of changing social conditions and circumstances.
- 1.7 Information from a variety of sources, including follow-up studies of the adult students, shall be required to determine the extent to which the institution's purposes and objectives are being achieved and to evidence that the major characteristics of the program are traceable to the purposes and objectives established by the statement.
- 1.8 The statement shall be given wide currency among the staff, the students, and the patrons of the school.

STANDARD II: ORGANIZATION, ADMINISTRATION, AND CONTROL

Effective board/superintendent relationships shall obtain. The school shall have administrative and supervisory personnel adequate for the effective operation of the program. The principal of the adult high school shall have the necessary autonomy and authority to provide the leadership needed to accomplish the improvement of instruction with his staff. The school shall be organized to assure the accomplishment of its stated purpose.

Type of Organization

- 2.1 No specific grade organization shall be required of a member adult high school, but it must offer those courses that will qualify its students for a high school diploma. The school is encouraged to offer other courses at all grade levels, including basic education and post-secondary work, as the needs of its students would suggest.

Size of School

- 2.2 In order to become a member school and to continue to qualify for accreditation, an adult high school shall enroll a sufficient number of students and employ a staff adequate to ensure that its students can complete the diploma course work in a reasonable period of time. The minimum program in breadth of curriculum offerings, student activities, and student personnel services is stipulated elsewhere in these standards.

Note: For diploma-completion programs enrolling smaller numbers, and not affording the student an opportunity to complete his diploma work with dispatch, Standard XII of the Policies and Standards for the Approval of Secondary Schools would be applicable, provided the day school is an NCA member.

Administrative and Supervisory Services

- 2.30 The principal shall be responsible for the improvement of instruction and shall be given the authority and resources needed to accomplish this goal. He shall help clarify the purposes of the school, help obtain resources for its effective operation, coordinate its various activities, and promote its continuous evaluation. Results of such evaluations shall be used to determine the improvements needed, especially in program and staff.
- 2.31 Lines of administrative and supervisory authority between the central office staff and the adult high

school principal shall be defined clearly, giving the principal responsibility for initiating appropriate changes to adapt the school to the needs of students and society.

- 2.32 The adult high school principal shall be responsible only to his direct superior in the adult education division and not to the other principal, in those cases in which facilities are being shared.
- 2.33 The adult high school principal shall be involved in the selection, retention, promotion, and assignment of all personnel under his direction. All such persons shall be directly responsible to the principal of the school in the performance of their duties. In some large city systems, centralization of selection and assignment procedures may not permit direct involvement of the school principal, but in all cases his specification of particular staff needs must be considered.

School Records and Reports

- 2.4 Records and reports needed for effective planning, operation, evaluation and reporting results shall be kept relative to the following components of the educational program: (1) student personnel, (2) staff, (3) instructional supplies and equipment, (4) curriculum, (5) co-curricular activities, (6) instructional media, (7) guidance, (8) school plant, (9) administrative operation, and (10) follow-up studies of students. Permanent records of students, staff, and curriculum shall be housed so they will be safe from theft and fire.

Custodial and Clerical Services

- 2.50 The custodial services shall be adequate to maintain facilities that are safe, clean, and attractive. Custodians shall meet the legal standards of the state pertaining to their training and employment.
- 2.51 The custodial services shall be under the control of the adult high school principal during the hours the adult high school is in operation.
- 2.52 Adequate clerical assistance shall be provided for the professional staff of the adult high school.

The School Day and Year

- 2.60 A member adult high school shall organize its schedule of classes in a pattern most appropriate to achieving objectives of the program and shall provide varying time periods (daily, weekly, yearly) as the particular needs of their adult students would require. Special care shall be taken

to minimize conflicts with work schedules, family responsibilities, and similar obligations of adults.

- 2.61 The length of the school year shall be a minimum of thirty weeks.
- 2.62 During these thirty weeks, the adult high school shall offer courses a minimum of four days each week.
- 2.63 The adult high school shall provide course work of a minimum of three hours each day it is in session.

Diploma Completion Requirements

- 2.70 A minimum of sixteen units of credit or their equivalence shall be required for completion of the diploma-completion program in member adult high schools.
- 2.71 No adult student may be graduated until he has completed a minimum of two units of credit in the school. Exceptions to this may be made by the principal in those cases where it would be impossible for a student entering with 15 units of credit to obtain his high school diploma by the transfer of one unit of credit back to his former school.

Provisions for the Granting of Credit by Adult High Schools

- 2.72 The record of a student entering the adult high school shall be reviewed carefully to ascertain the specific credits that can be granted him on the basis of his previous high school work and/or other educational experiences. Units of credit may be granted for the following:

- a. *Acceptable credits previously earned and documented by school transcripts for grade nine or higher.*

Credit is to be given for secondary school course work previously taken and passed by the student.

- b. *Credits on the basis of prior work training or experience.*

Credit may be granted for documented apprenticeship programs or evidence of successful occupational or vocational learning or achievement. The credit shall be granted on the basis of an evaluation of the work experience by the appropriate professional staff of the school and approved by the principal.

- c. *Credits through extension and correspondence study.*

Member adult high schools may accept credit earned by a student through correspondence or extension study, provided such courses had been taken under the auspices of a college or university extension division accredited by the North Central Association or one of the other regional accrediting associations.

d. *Credit by examination.*

The school may use examinations as the basis for granting credits for students with educational experiences for which previous credits have not been earned. Credit for a specific subject may be given on a performance basis through the administration of an examination approved by the local adult school, with the qualifying score to be determined by the school. The examination must cover the content ordinarily included in a secondary school course in the subject.

No specific tests are stipulated. The adult high school is encouraged to use whatever tests it considers appropriate for permitting students to earn credit by examination in any specific course.

However, if the GED tests are used, credit may be granted only under the circumstances indicated in subsection (e) below.

e. *Credit based on GED tests scores.*

No unspecified units of credit may be granted for any single GED score or total. However, a student may be given credit for the particular courses noted by earning the following scores:

Test 1: Correctness and Effectiveness of Expression

40 or over: one unit of credit for English I or its equivalent

45 or over: one unit of credit for English II or its equivalent

50 or over: one unit of credit for English III or its equivalent

Test 2: Interpretation of Reading Materials in Social Studies

40 or over: one unit of credit for a general social studies course

Test 3: Interpretation of Reading Materials in the Natural Sciences

40 or over: one unit of credit in General Science

Test 4: Interpretation of Literary Materials

55 or more: one unit of credit for English IV or its equivalent

Test 5: General Mathematical Ability

40 or over: one unit of credit for General Mathematics

45 or over: an additional unit of credit for General Mathematics II

Note: Credit may not be granted for the specific course if the student already has the subject listed for credit on his transcript or has gained credit in that particular course by some other procedure.

f. *Credit through military experience.*

A member school may, in accordance with the established policies of its state department of education, grant units of credit toward graduation for the following types of educational experiences received while in military service:

- (1) United States Armed Forces Institute courses
- (2) United States Armed Forces Institute subject examinations
- (3) High school courses offered through USAFI by cooperating colleges and universities; credit upon transfer from the school offering the course
- (4) Marine Corps Institute courses
- (5) Basic or recruit training accepted in lieu of required courses in physical education and health
- (6) Service school training

g. *Credit for secondary school level work on a college campus.*

Credit may be given for secondary school level work taken at a two-year or four-year college. The work and the credit to be granted shall be evaluated by the adult high school principal.

h. *Secondary school credits earned in foreign countries.*

Credit for specific subjects may be granted for a student who presents evidence of secondary education course work in another country, upon the evaluation of the official transcript from the foreign school by the United States Department of State.

i. *Credit from television course work.*

Credit may be granted for secondary level course work formally completed through television if the specific program has been provided by a regionally accredited college or university, a school district, or an established non-profit educational association.

Note: *Credit may not be granted for any specific course by examination or otherwise if the student already has the subject listed for credit on his transcript or has gained credit for that specific course by some other procedure.*

- 2.73 The adult high school shall post on an official transcript all specific credits granted the student upon his enrollment in the diploma completion program.

Provisions for Earning Credits in Adult High Schools

- 2.74 A member school may elect any of the several means listed below for awarding credit for work taken while the student is enrolled in its diploma completion program:

- a. *A Semester Credit:* This is the amount of credit given for the successful completion of a course that meets for a minimum of forty-five clock hours of course work. It is the equivalent of a half-unit of credit for diploma completion purposes.
- b. *A Carnegie Unit:* This is the amount of credit given for the successful completion of 120 clock hours in the subject. It is the equivalent of one full unit of credit.
- c. *A Unit of Credit:* This is the amount of credit that may be awarded for knowledge, skill, or competency equal to that required to earn similar credit in an equivalent course in an accredited day high school.
- d. *Credit by Examination:* Credit may be awarded on a performance basis at any time through the administration of an examination approved by the local school and covering the content ordinarily included in its regular course in the subject.
- e. *Credit by Work Experience:* Credit may be given for work experience related to occupational and vocational training as evaluated and determined by the professional staff and approved by the principal.
- f. *Independent Study Programs:* The adult high school may not wish to require all students to

attend classes a specific amount of time during a semester. In such instances credit may be granted for satisfactory performance on administered proficiency examinations or for successful completion by independent study of curricular units, steps, or phases which have been established by the school as the equivalency of a unit of work.

- g. *Credit for Adult High School Summer Study:* Member adult high schools may offer summer school courses for credit or accept summer school credit earned in some other accredited high school. Any summer school program offered by a member adult high school must meet fully all the NCA requirements established for the regular school year.

Note: *Adult high schools are encouraged to operate year-round programs not divided into summer and regular sessions.*

- h. *Credit Through Extension and Correspondence Study:* The member adult high school may award credit in correspondence or extension study successfully completed by the student while in enrollment in the adult high school, provided the following conditions are met:

- (1) The adult student has had the correspondence or extension course approved by the adult high school principal.
- (2) The course is offered by a college or university extension division accredited by the North Central Association or another regional accrediting association.
- (3) The credits earned meet the requirements for high school graduation set by the adult high school.

- i. *Credit Through Television Course Work:*

- (1) Credit may be granted for secondary level course work formally taken through television if the specific program is provided by a regionally accredited college or university, a school district, a branch of the government, or an established non-profit education association.
- (2) The adult student must receive prior approval for this study from the adult high school principal.

Administrative and Supervisory Personnel

- 2.80 *Superintendent.* All member adult high schools shall be part of a system having a designated

superintendent. Those independent or private schools not part of a school system shall employ a full-time principal or director.

2.81 *Director of Adult Education.* The school system shall designate by whatever title it chooses a director who shall have the authority and the responsibility for organizing and directing the adult education program within the district.

2.82 *Principal.* Each member school shall employ a principal who devotes his full time during the hours the school is in operation to its administration and supervision. Where the district employs a director of adult education or a similar post, the immediate building administrator may be designated an assistant principal, but he must devote full time to the position during the hours the school is in operation.

2.83 *Assistant Principal.* In order to permit the principal to have sufficient time to engage in improvement of instruction and program development, assistant principals should be provided as follows: When enrollments exceed 300 adult students per daily session of the school, inclusive of all programs, a part-time assistant principal shall be provided.

When enrollments exceed 600 adult students per daily session of the school, inclusive of all programs, at least one full-time assistant principal shall be provided.

Thereafter, for each additional 600 students at least one full-time assistant principal shall be provided.

Schools are encouraged to attempt a variety of approaches to administrative staffing. They must submit any variant plan to the State Committee for its approval.

Board/Staff Relationships

- 2.90 a. Responsibility for determining the general policies of a member school shall be entrusted to a governing board, hereinafter referred to as the board of education.
- b. The superintendent shall keep the board informed of the status of all important aspects of the school's operation.
- c. The board of education shall authorize the superintendent of schools to indicate on the annual report form its approval of the policies and standards of the Secondary Commission. This approval also verifies that conditions are reported accurately on that form.

- 2.91 The board of education shall direct the superintendent to prepare, in cooperation with the staff, a comprehensive set of policies to serve as a basis for the operation and the administration of the schools and as a guide to the superintendent and other employees in the conduct of their respective duties.

These policies shall be considered by the board and when, in its judgment, the policies are satisfactory, the board shall approve them, shall have them prepared in printed form, and shall make them available to employees and patrons of the school.

- 2.92 a. The board of education represents the public in setting the goals and establishing the basic policies for the schools. It shall refrain from involvement in the administrative functions of the school.

b. Individual members of the board shall refrain from involvement in or interference with the administrative functions of the school.

- 2.93 a. The board of education shall be responsible for the selection of its chief executive officer, who is the superintendent, principal, or other designated head of the school system.

b. Subject to the approval of the board of education, the administrative head of the system (hereinafter referred to as superintendent) shall be responsible for administering the schools in accordance with board policies and regulations.

c. The superintendent shall be responsible for the selection and assignment of school employees, management of plant and equipment, administration and supervision of the educational program, and the conduct of the system's public relations program.

d. The superintendent shall prepare and submit annually for board action a budget of anticipated income and expenditures and shall be responsible, with proper board authorization, for the expenditures of and proper accounting for all funds in accordance with the adopted budget.

e. The superintendent shall provide the board with such periodic reports as the board feels are necessary to keep it properly advised.

- 2.94 a. The board of education shall transact official business with professional staff members and all other school employees only through the superintendent.

- 2.95 a. The superintendent, in cooperation with board members and his staff, shall prepare the agenda of items to be discussed at each board meeting.
- b. Although the superintendent may wish to delegate to others some responsibilities for reporting to the board, such practice shall be at his express discretion. Situations wherein other persons report directly to the board at its instance or as a regular practice shall be considered a violation of this standard.
- c. Individual board members shall not engage in official transactions for the school or the entire district unless operating under the prior and specific authorization of the entire board.
- d. The time for meetings shall be announced sufficiently in advance to give all board members and the community proper notice.
- e. Board meetings shall be open to the public, except at those times when executive sessions are necessary.
- f. The board shall require the superintendent to make recommendations for the general welfare of the schools in the system.
- 2.96 a. The working relationships between the board of education and the superintendent shall be such as to insure effective administration and operation of the member school.
- b. The working relationships between the superintendent and the principal shall be such as to insure cooperative and effective administration and operation of the member school.
- c. The working relationships between the principal and the staff shall be such as to insure cooperative and effective administration and operation of the educational program within the school.
- d. At both the central office and individual school level, administrative procedures shall be carried out by democratic processes which utilize the appropriate abilities and contributions of all staff members.
- 2.97 a. The employment policies of the district shall be such as to attract and retain the services of well qualified and competent employees.
- b. The status of staff members shall be changed only with the recommendation of the superintendent and only at an official meeting of the board of education.
- c. The performance of all certificated personnel

shall be subject to regular evaluation by the superintendent or his designated representatives.

- d. The performance of the superintendent shall be subject to regular evaluation by the board of education.
- e. In the event the board contemplates action for dismissal or non-renewal of a terminating contract, the employee affected shall be informed in writing of the anticipated dismissal or non-renewal of contract, shall be given the reasons therefor, and then shall be provided an opportunity for a hearing before official action is taken by the board.

Note: *This standard refers to all certificated personnel, including the superintendent of schools.*

- 2.98 Boards of education shall adopt procedures to permit employees to present their viewpoints on matters affecting the adult educational program before policy decisions are made. Efforts shall be made to accomplish this communication in an orderly manner with the superintendent, or his designated representative, present during the discussion.
- 2.99 Inappropriate interference in the administration of the schools by individuals or political or special interest groups shall not be tolerated.

Progress Criteria

- ... Individual boards of education are encouraged to include in their policies and regulations provisions designed to help assure orderly board/staff relationships using the above standards as their guidelines.
- ... Board members are familiar with and accept the tenets of "A Code of Ethics for School Board Members" as published by the National School Boards Association.
- ... Board members are encouraged to participate in NCA evaluation activities.
- ... The adult high school is operated on a year-round basis.
- ... The adult high school provides course work throughout the entire day—morning, afternoon, and evening—to meet most fully the needs of its adult students.

- ... When the total number of weekly course periods in the district's adult education program exceeds 200, the director of adult education should be full-time.
- ... Cooperative guidelines for enrollment and transfer of credit are established and utilized with other educational institutions within the community to provide for specific interests and needs of adult students.

STANDARD III: INSTRUCTIONAL PROGRAM

The instructional program shall be designed to develop knowledge and skills and to enhance the cultural, social, economic, and academic growth of the individual. It shall recognize the special needs of adults, encourage learning, and provide the opportunity to develop the attitudes, interests, and values that will enable adults to function successfully in a democratic society.

Basic Guides

- 3.10 The educational program shall be developed from the school's statement of institutional purposes, shall reflect knowledge of the needs and interests of the adult students, and shall serve the educational needs of the community.
- 3.14 The school's program shall be sufficiently comprehensive to serve both general and specialized purposes of its students. It shall encompass broad academic areas and occupational, enrichment, and remedial programs, provided through a variety of learning experiences, including classroom, extra classroom, and guidance services.
- 3.12 The planning and the designing of the school's educational program shall involve cooperative participation by laymen, students, and faculty members.
- 3.13 In developing its total program, the school shall consider the other educational resources for adults available within the community and shall not needlessly duplicate those efforts.
- 3.14 Provisions shall be made for students of different aptitudes, intellectual talents, and future interests. The instructional program shall reflect in depth and content the intellectual, social, occupational, and emotional experiences of its adult students and should provide a program designed to encourage all adults in the community to complete a high school program.
- 3.15 Provisions shall be made for programs and opportunities for physically handicapped and educable mentally handicapped adults.
- 3.16 Provisions shall be made for students needing to overcome deficiencies in reading skills and/or to improve their general level of reading ability.
- 3.17 Provisions shall be made for such continuity in course work that will permit students to complete diploma requirements in a reasonable period of time.

- 3.18 Resources of the community shall be utilized in providing appropriate program enrichment.
- 3.19 The program shall provide alternative paths to meet diploma completion requirements.
- 3.20 *Program of Studies:* Each school shall provide as a minimum those course offerings needed to facilitate the diploma completion work of all its adult students. The course offerings should provide sufficient breadth to give students opportunities to become acquainted with and to develop possible interests and abilities in several curriculum fields.

Normally, the minimum program each term should include multiple offerings in English, social studies, mathematics, and science, supplemented by appropriate electives.

Additionally, the school shall provide career education and those occupational, enrichment, avocational, and remedial courses that are indicated by the needs and interests of the adult students and the community.

Instruction in study skills shall be provided for those students in need of such assistance.

Since it is the responsibility of the individual school to plan its curriculum patterns to serve its own adult students and community most effectively, no attempt is made in these standards to specify learning level placement or sequence of programs.

- 3.21 *The Instructional Program:* The instructional program shall recognize the wide diversity of adult interests and experiences, providing for independent instruction and continuous study in addition to formal classes based on daily, weekly, semester, or quarterly schedules.

Favorable Conditions for Instruction

- 3.30 Member schools shall provide the personnel, the physical facilities, and the teaching/learning conditions required for effective classroom instruction.
- 3.31 In addition to the personal influence of good teachers, a total pattern of successful instruction requires other important components which member adult high schools shall provide. These include: (1) well defined instructional objectives, (2) systematic planning by teachers and administrators, (3) the selection and use of varied types of learning materials and experiences, (4) the specific adaptation of organizational and instruc-

tional procedures to the needs of adult students, and (5) the use of varied evaluation instruments and procedures. In addition, good teacher and student morale must be fostered.

- 3.32 To stimulate improvement of teaching and curriculum, a program of continuous in-service education for the professional staff shall be maintained. The staff shall be involved fully in planning and implementing the in-service program.

Progress Criteria

- ... Diagnostic services are utilized to determine the nature of the educational needs of individuals.
- ... Efforts are made to increase student self direction in accomplishing their educational goals.
- ... Students are given learning opportunities and experiences in the fine arts through arrangements other than performance courses in art and music (e.g. a humanities course, for example).
- ... A statement of policy, with board approval, is in effect for the selection of reference materials, instructional materials for the library, and for textbooks.
- ... Arrangements are made for cooperative teaching to extend the influence of the most skilled staff members.
- ... Course content and instruction stress the interdisciplinary commonalities among the various subjects.
- ... Special programs of study, consistent with the objectives of the school but not being offered by other educational institutions in the community, are provided.

STANDARD IV: NON-CREDIT OFFERINGS

The educational needs of adults are diverse; programs other than those providing for diploma-completion shall be offered. An effective adult high school offers quality programs that will help meet the occupational, avocational, job-skills development, and recreational requirements of the adults in its community. In addition, it should offer whatever educational remedial work, basic or secondary, is required for the successful progress of its adult students.

All non-credit offerings of the adult high school shall be given under conditions that assure the courses will provide worthwhile educational experiences for the adults enrolled. The course work shall be presented in a manner appropriate to the particular requirements of adult students.

Curriculum

- 4.10 The courses offered shall be based on an analysis of the needs and interests of the adults in the community.
- 4.11 The course offerings shall be sufficiently diverse to assure that no legitimate adult education needs in the community are being neglected.

Schedule

- 4.20 The schedule for non-credit offerings shall be flexible, providing course work at those hours and in those time segments most appropriate to the requirements of adults.
- 4.21 The length of the various non-credit courses need not coincide with the semester or quarter organization of the school.

Credit

- 4.30 Wherever appropriate, credit towards the completion of the high school diploma may be granted for work in a non-credit course that is the equivalent of standard high school work.
- 4.31 If the non-credit course is given under conditions other than those prescribed in these standards, credit may be granted on the basis of an examination.

Teaching Staff

- 4.40 The qualifications for teachers of non-credit courses shall be subject to the discretion of the local governing board.

Financial Support

- 4.50 While fees may be charged for non-credit courses, they shall be moderate.

STANDARD V: PROFESSIONAL STAFF

The staff of the adult high school shall be well qualified in professional subject matter, occupational, and adult learning areas. The teachers shall possess those broad academic and occupational qualifications that will enable them to effectively impart knowledge and skills within a flexible curriculum meeting the educational needs, interests, and vocational requirements of the adult students. The professional staff shall be encouraged by the school system to improve their competence in teaching adults. The staff shall be involved in those areas of decision making affecting the school program and shall teach under conditions favorable to effective performance.

Teachers

5.10 *Degree and Legal Standards.* All teachers in the diploma completion programs of the adult high school shall fully meet the certification requirements relative to degrees and other legal standards established by the state. All baccalaureate, master's, and doctoral degrees shall have been earned in institutions accredited by a regional accrediting association. Graduates of non-accredited institutions may have their undergraduate work validated by admittance to graduate standing and completion of a minimum of five semester hours of credit in a regionally accredited graduate college.

5.11 *Professional Preparation.* All teachers in the diploma completion program of the adult high school shall meet the full certification requirements for professional education established in that state for teachers of secondary and/or adult education.

In addition, within three years of initial employment, adult high school teachers in the diploma completion program shall have completed satisfactorily six semester hours in course work in the field of adult education, including such topics as principles, counselling, learning psychology, methods and materials, social foundations, and philosophy, as these relate specifically to the teaching and learning of adults. Credit towards meeting this requirement may be allowed for institutes and workshops in adult education conducted by teacher training institutions, if these workshops are comparable in time and scholastic level to college courses. Credit for the six-hour requirement may also be allowed for in-service training, including participation in curriculum and educational materials committees, up to a maximum of

three credits, as determined by the local board of education.

- 5.12 *Teaching Fields or Subjects.* Teachers in the diploma-completion program of the adult high school shall meet fully the preparation requirements as established by the NCA. (See appendix.)

Staffing, Salaries, and Working Conditions

- 5.20 *Staffing.* The number of teachers employed in the adult high school shall be adequate to provide the effective instruction, direction of extra-classroom activities, counselling, and other educational services required by their adult students.

- 5.21 *Class Size.* Class size shall be adapted to the requirements of the specific course, the particular needs of adult students, the necessity for the direct supervision of their learning activities, and the instructional processes of the teacher.

- 5.22 *Preparation/Conference Period.* Each adult high school teacher with a full-day schedule shall be given one period daily or not less than 200 minutes per week for conferences and instructional planning.

Note: *This preparation period requirement is not applicable to high schools in operation less than 25 hours per week.*

(Interpretation: The preparation period must be included within the framework of the teacher's contractual work day. The standard does not apply to staff personnel involved in special services or conditions, such as administrators, counselors, librarians, and vocational teachers.)

- 5.23 *Salaries.* Full-time certified personnel in the adult high school shall be paid salaries proportionate to the prevailing salary schedule in the district for the specific assignment. The salary schedule should provide incentive for personnel to obtain additional preparation in adult education.

- 5.24 *Working Conditions.* All teachers in the diploma completion program in the adult high school shall have the same rights and privileges as all other *certificated* teachers within the district. Provisions shall be made for the safety and security of teachers in the adult high school appropriate to the hours and local conditions under which they work.

- 5.25 *Transcripts.* Official transcripts for staff members involved in the diploma completion program shall be on file in the office of the adult high school or in the district office.

Special Professional Service Personnel

- 5.30 *Counselor.* Professional staff members employed as guidance counselors shall have at least 18 semester hours of graduate preparation in guidance and counseling. Six hours of which should be related to adult education.
- 5.31 *Professional Media Personnel.* Librarians shall meet the classroom teacher requirements with reference to degree and professional preparation and also shall have a minimum of 18 hours of library science. Persons employed principally as audio-visual specialists shall have at least 12 hours of credit in this field.
- 5.32 *Health Personnel.* Members of non-instructional staff providing health services shall meet the health certification requirements of the state.
- 5.33 *Para-Professionals.* Para-professionals and lay aides may be used in the school wherever it is legal and appropriate. College or adult teacher training courses are considered desirable for those para-professionals with specialized assignments.

Administrative and Supervisory Personnel

- 5.40 *Superintendent.* The superintendent who is the administrative head of the school system shall have earned at least 60 hours of graduate credit, inclusive of the master's degree. Not less than 30 semester hours of graduate credit shall have been in administration, supervision, and related fields. He shall have had a minimum of four years of professional experience.
- 5.41 *Director of Adult Education.* The director of adult education shall have earned at least 45 hours of graduate credit, inclusive of the master's degree. Not less than 20 semester hours of graduate credit shall have been in administration, supervision, related fields, and adult education. When the director is full-time, he should have training or experience in adult education. He shall have had a minimum of two years of successful experience in teaching or in adult education administration.
- 5.42 *Principal.* The principal of an adult high school shall have earned at least 45 hours of graduate credit, inclusive of the master's degree. Not less than 20 semester hours of graduate credit shall have been in administration, curriculum, supervision, related fields, and adult education. He shall have had a minimum of two years of successful teaching experience. Some of his training

or experience should have been in the field of adult education.

In adult high schools scheduling 25 or less hours per week, the principal shall have at least the master's degree, including work in such areas as adult education, administration, supervision, and curriculum.

- 5.43 *Assistant Principal*. An assistant principal shall have earned at least the master's degree and have training and experience appropriate to his particular assignment.

Progress Criteria

- ... Adult high school teachers, counselors, and administrators are encouraged to meet with public health, welfare, employment, and other community resource specialists to assist in the social and economic development of students.
- ... The adult high school attempts continuously to strengthen its professional staff through a professional growth program which encourages teachers to take advanced training or participate in curriculum work, workshops, and institutes on adult education.
- ... All certificated personnel are involved in a continuous program of professional development in adult education, including current training and active membership in adult education organizations.
- ... Every teacher has regular access to clerical or secretarial help for those routine tasks which can be satisfactorily handled by sub-professional help.

STANDARD VI: LEISURE AND CO-CURRICULAR ACTIVITIES

The growing trend toward a shorter work week, plus the increasing numbers of people who opt for early retirement, combine to present the adult high school with unusual opportunities to serve community needs for wholesome activities to occupy some of this leisure time. Though it is not the obligation of the adult high school to meet all such needs, it falls within its purview to provide leisure time activities, thus fostering increased community involvement in its program.

Hence each member school shall offer leisure time activities appropriate to the needs of its community. Moreover, it shall maintain a program of co-curricular activities appropriate to its own objectives and program and designed to make a positive contribution to the educational development of its adult students.

Provisions

- 6.10 Where sufficient provision is not made elsewhere, the school shall provide special leisure activities providing for the participation of both sexes, including areas of interests pertinent to young adults, those in their middle years, and the elderly.
- 6.11 The programs of leisure activities shall reflect the special needs of the patrons of the school and shall be designed to serve the full variety of social, racial, economic, and ethnic groups within the community.
- 6.12 Where such programs of leisure time activities are undertaken by the member school, care shall be taken to insure sufficient organizational framework and leadership to keep the programs viable and on-going until their purposes have been fulfilled.
- 6.13 A well-balanced program shall provide opportunity for adult student participation in co-curricular activities appropriate to their needs, interests, and concerns.
- 6.14 The quality of the co-curricular and leisure time program shall be protected from the influences of questionable educational values, including commercially sponsored events or controls. The school shall make the decision on participation based on the contribution the activity can make to the important adult educational objectives of the school and the community.

STANDARD VII: STUDENT PERSONNEL SERVICES

Balanced and comprehensive student personnel services shall be provided, keeping in mind the variety of needs of the people being served through the adult high school program. The school system shall provide the personnel, facilities, and materials required to meet the needs of the adult students.

Interest and Needs Inventories

- 7.10 An assessment of current educational interests and needs of the adults in the community shall be conducted on a continuing basis by the adult high school.
- 7.11 The adult high school shall maintain a current inventory of present and forecast occupational opportunities, drawing information from governmental agencies and/or surveys conducted by other departments of the school system.
- 7.12 A periodic determination shall be made of the specific course requirements needed by the students enrolled in the school for the completion of their diploma work.
- 7.13 These assessments and inventories shall be used in the counseling and guidance of the individual students.

Guidance Services

- 7.20 Each member adult high school shall provide organized guidance services to aid present and prospective students in the solution of their various types of educational, occupational, social, civic, and personal problems.
- 7.21 Adequate provisions shall be made for facilities, qualified staff, clerical help, and materials for the guidance services.
- 7.22 At the minimum, the member adult high school shall provide at least one qualified guidance counselor for each 450 students in daily attendance, with no school having less than a half-time counselor. In schools scheduling 25 hours or less per week, at least one counselor must be available during the time the school is in operation. Member adult high schools are encouraged to experiment with a variety of approaches to guidance services in an effort to meet the unique needs of the adult student body. They may use supportive personnel and/or teachers with special

qualifications or experience to work under the direction of a certified counselor. Such plans for organizational variations shall be submitted to the State Committee for its prior approval.

School Health Services

- 7.30 Provisions to meet the health needs of individual students shall be made.
- 7.31 Where laboratories or shops are part of the adult program, provisions shall be made for adequate medical, nursing, and/or first aid service.

Handicapped Students

- 7.40 Adequate provision shall be made, when necessary, to enable physically handicapped students to pursue the adult education work available in school.

Placement

- 7.50 The adult high school shall attempt to place its students and graduates in appropriate work situations by fully cooperating with the job placement agencies available in the community.
- 7.51 The adult high school shall provide college and technical school placement counseling and services for its graduates seeking further education.

Progress Criteria

- ... Provisions are made for all adults in the community, no matter what their handicaps may be, to pursue adult education appropriate to their particular needs.
- ... The services of a certified school psychologist are available to conduct psycho-educational evaluations of adult students referred because of learning problems.
- ... The services of a certificated speech and hearing therapist are available to provide therapy for students with speech and hearing handicaps.

STANDARD VIII: INSTITUTIONAL ADAPTABILITY

The school shall be so organized as to foster experimentation and innovation designed to adapt the institution to the changing needs of its community. Through a process of continuous assessment and innovation the school shall seek to improve its capacity for serving adult education needs efficiently and effectively.

- 8.1 *Principal.* The principal shall be provided with the authority necessary to stimulate the continuous assessment of changing societal conditions and student characteristics and to provide leadership in accomplishing the adaptation of the program in the light of such assessment.
- 8.2 *Funds.* A minimum of one per cent of the total operating budget, exclusive of capital outlay, shall be appropriated annually for staff improvement, program development, and research. Responsibility for recommending the use of such funds should be vested in a committee composed of students, teachers, and administrators.
- 8.3 *Communication.* Administrators and teachers shall be given the opportunity to observe innovative efforts in other adult education programs and to discuss such observations with their colleagues. Administrators and teachers shall be encouraged to participate in local, state, and national professional organizations, such as the Adult Education Association and the National Association for Public Continuing and Adult Education, as a means of increasing their professional effectiveness.
- 8.4 *Advisory Committee.* An advisory committee representative of the socio-economic, racial, and ethnic diversity of the community shall be involved in reviewing the adult education program and in the planning of each year's program.
- 8.5 *Organization.* The school shall conduct systematic assessments of changing societal conditions, its student body, program objectives, and program operation. Studies should be conducted periodically to determine how well such factors as the schedule, counseling, library services, teaching, and curricular materials are serving their intended purpose. These assessments, which should be done by a committee of students, teachers, and administrators, are intended to result in the formulation of specific recommendations for modifications necessary to adapt the program to a constantly changing environment.

8.6 *In-Service Training.* The school shall have a formally established in-service training committee composed of teachers and administrators whose responsibility is the planning of training activities for all staff members. Inasmuch as the adult school is intended to exemplify the philosophy of lifelong learning, no teacher, administrator, or student should ever be considered as having completed his education. Specialists and scholars in various areas shall be provided to support and implement the plans of the in-service training committee.

Progress Criteria

- ... Three per cent of the total operating budget, exclusive of capital outlay, is appropriated annually for research and development activity in adult education, so as to facilitate in-house research and to reduce the time lag between the discovery of new knowledge and its application.
- ... The school has a formally established committee of administrators, teachers, and students responsible for planning and for reviewing the data resulting from the continuous evaluations it undertakes, using that information as the basis for recommending structural or functional changes in the school.
- ... The school experiments with new ways of organizing to facilitate and encourage adult learning and is remaining abreast of new practices in other schools.
- ... Each teacher submits an annual narrative evaluative and planning report, reviewing the effectiveness of his efforts for the past year and outlining the major program modifications he proposes to implement in the coming year.

STANDARD IX: INSTRUCTIONAL/LEARNING MATERIALS SERVICES

A coordinated instructional media program shall be organized so as to make accessible a wide range of media to instructors and students. In addition to receiving, storing, retrieving, and displaying information in various forms both in a center and at other locations such as classrooms and laboratories, equipment and personnel shall be available for the production of a wide range of media. The program shall be developed in such a way as to support instruction through appropriate facilities and through professionally and technically prepared staff.

The adult high school may utilize the instructional/learning materials services of the school whose facilities it may be sharing, but those services shall be open freely to the adult high school during its period of operation and must be completely under its control. Materials, both book and media, pertinent to adult interests and needs shall be made readily available to the students.

9.1 *Print Materials Collection.* A sufficient collection of books and periodicals, exclusive of the adopted texts and appropriate for the instructional and learning needs of the adult students, shall be provided. Other library resources in the community may be considered in determining the sufficiency of the print material collection, provided they are readily accessible to the adult students.

9.2 *Media Collection.* The largest feasible amount of other, more sophisticated media equipment should be available to the students, including video tapes, closed circuit television, dial-access terminals, and such.

The adult high school is encouraged to give priority to the orderly development of a media learning center.

9.3 *Borrowing Privileges.* If the library/instructional materials center is being shared with a day school, the adult students shall have full borrowing privileges, as required by their class work.

9.4 *Instructional Materials Center.* The library/instructional materials center shall be easily accessible and spacious enough to accommodate at learning stations during school hours the number of adult students who could reasonably be expected to use the facility.

9.5 *Professional IMC Personnel.* The member school shall have available at least one qualified librarian

or other media specialist as a learning center coordinator. Additional staff shall be added as the enrollment warrants. The professional media staff shall provide such services as instructing students in the use of the media center, assisting teachers in locating and utilizing resources, and producing graphic and other materials. In addition, the instructional materials center staff, in conjunction with the teachers, shall evaluate and select the materials appropriate for adult students.

9.6 *Clerical Help.* If the workload so requires, technical and clerical help shall be provided the IMC professional staff.

9.7 *Media Program Expenditures.* An annual expenditure for all media shall be made by the adult high school adequate to meet the instructional and learning needs of the school.

If the adult high school shares the instructional materials center with a day school, a fund still shall be made available sufficient to obtain those particular materials needed for the special use of its adult students.

9.10 *Record Keeping.* Records of acquisition, classification, cataloging, circulation, and financing shall be accurate and up-to-date. An alphabetically arranged card catalog, utilizing a functional classification system, shall be maintained. This shall be the responsibility of the adult high school library/IMC staff and/or the day school staff.

Progress Criteria

- ... A faculty advisory committee has been appointed to extend the services and utilization of the library by adult students and to evaluate its effectiveness in meeting their needs.
- ... Appropriate efforts are made to provide electronic learning devices for the use of adult students.

STANDARD X: FINANCIAL SUPPORT AND CONTROL

Financial support shall be provided the adult high school at a level sufficient to permit it to maintain the staff, facilities, and materials needed to accomplish its stated purposes. The board of education shall provide whatever funds are necessary to sustain the required adult education program, with reasonable fees being acceptable as a supplementary source of income.

- 10.1 Per-student expenditures shall be provided from fees and allocated funds sufficient to insure that the Association's standards are met or exceeded. These per-student expenditures shall compare favorably with the other high school programs being offered in the district and shall evince a reasonable effort on the part of the district to support the adult education program. In determining whether or not a reasonable financial effort is being made, consideration shall be given to such factors as per-capita income, assessed valuation, and the availability of tax moneys and course fees to fund the program.
- 10.2 All course work required in the diploma completion program shall be provided, even though board funds may have to be used in cases where student fees are not sufficient to make the course self-supporting.
- 10.3 Proper budgetary procedures shall be followed in accounting for school funds, adequate safekeeping shall be provided, and accounts shall be audited annually or as provided by law.
- 10.4 Supplies and equipment shall be provided the adult high school on an equitable basis, being funded by both tax sources and student fees.
- 10.5 Membership in the Association shall not be maintained at the expense of other schools in the district. Resources for the adult high school shall be allocated on a basis similar to that used for other schools in the district.

Progress Criteria

- ... The adult education program is supported primarily from board funds on a budgeted basis.
- ... No adult student is prevented from taking an adult education course because of his inability to pay the required fees.

STANDARD XI: SCHOOL FACILITIES, EQUIPMENT, AND SUPPLIES

The adult high school program shall be housed in facilities so located and maintained that they afford desirable learning conditions for adults. The facilities shall be so operated that the health and safety of those served by them are properly safeguarded. Supplies and equipment shall be provided in adequate amounts and of sufficient quality to meet the needs of the program.

School Facilities

- 11.10 The facilities shall be so located or chosen as to be readily accessible to the adult population being served. If possible, the site should be served by public transportation.
- 11.11 The site shall be as free as possible from undesirable environmental conditions.
- 11.12 Parking facilities, where needed, shall be properly lighted and/or protected.
- 11.13 The school facilities shall provide sufficient and adequate space to meet fully the curricular and enrollment needs of the adult education program.
- 11.14 Adequate office space shall be provided for the administration and special services of the school.
- 11.15 Adequate storage space shall be provided to meet the specific needs of the adult high school.
- 11.16 In cases where the adult high school shares facilities and equipment with another division of the school system, such facilities and equipment shall be under the control of the adult high school principal during the time his program is in session. Responsibility for care and maintenance shall be clearly defined.

Operation and Maintenance

- 11.20 Recognized standards and legal requirements for heating, ventilation, and lighting shall be observed.
- 11.21 The buildings shall be kept clean, attractive, and in good repair so as to accommodate the instructional program of the adult school.

Supplies and Equipment

- 11.30 Adequate and appropriate teaching/learning materials, equipment, and furniture shall be provided in the amount and types needed to carry out the educational objectives of the adult school.

- 11.31 The laboratories, physical education stations, and shops used in the adult education program shall be adequately supplied with equipment sufficiently modern and usable to effect sound instructional/learning programs in those areas.
- 11.32 Procedures for requisitioning supplies and equipment shall be developed and followed to insure the prompt delivery of the materials to the teachers in the adult school.

Safety

- 11.40 The school shall maintain a complete safety program, including prevention, investigation, and follow-up. Written procedures for handling emergencies shall be made and reviewed frequently.
- 11.41 All power equipment shall be properly guarded, and electrical equipment properly grounded.
- 11.42 Students shall be instructed in the proper use of equipment and supplies in the various shops and laboratories.
- 11.43 Personal safety equipment shall be provided and its use enforced.
- 11.44 There shall be regular inspections for fire prevention and fire safety by officials of the fire and police departments. All legal requirements for fire safety shall be observed, and fire drills and disaster drills shall be held in accordance with state and local ordinances. An adequate number of fire extinguishers shall be located strategically throughout the facility, with special emphasis on shops, laboratories, and boiler rooms.

Progress Criteria

- ... Office space is provided to all teachers in the adult education program.
- ... The facilities provide flexibility for large and small group instruction, various learning activities, and for the accommodation of program changes.

STANDARD XII: EVALUATION

To obtain information for use in improving the educational program and determining the need for change, each member adult high school shall make a planned and continuous evaluation of the effectiveness of its program in accomplishing its stated objectives and effecting the educational outcomes it seeks to foster.

Periodic Evaluations

- 12.1 *Comprehensive Evaluation.* A thorough evaluation of all aspects of the adult school's program shall be carried out at least once each seven year period. This shall include an evaluative analysis of the resources, finances, instructional program, student services, leisure time and cocurricular activities, and facilities used by the adult school. The evaluation shall involve all staff on a self-study basis. The self-study shall be followed by an evaluation by an NCA team which will consult with the school in recommending improvements.

Ongoing Information Collection

- 12.2 *Continuous Evaluation.* A member school shall maintain a system of information collection that will afford evidence as to the effectiveness of the school. The following kinds of information, among others, are regarded as useful in program planning and shall be given consideration as the continuous evaluation system is developed:

Student Characteristics: A member school shall determine the relevant economic, educational, mental, physical, and social characteristics of the students served by the school.

Admission Practices: A member school shall obtain data indicating the degree to which its admission practices are in accord with the admission policies of the school.

Achievement: An analysis shall be made to determine the extent to which the school's instructional objectives are being achieved.

Student Attitudes: Systematic inquiry shall be made into the perceptions held by students as to the adequacy of their adult school experiences and the adult school program.

Faculty Attitudes: Systematic inquiry shall be made into the perceptions held by the teachers regarding those factors in the school that reduce

or enhance their teaching effectiveness and that of the adult program.

Effect of the Advisory Committee for the Adult High School: The recommendations and suggestions of the Advisory Committee should be reviewed and the extent to which they have been implemented noted.

12.3 *Follow-Up Studies of Students.* Member schools should periodically conduct follow-up studies of graduates and other students who have been enrolled in the school to determine their current status and to obtain their assessment of their adult school program.

12.4 *Discontinued Students.* Special efforts should be made to ascertain the current status of students who found it necessary to discontinue their diploma completion program before graduation and to determine the factors that led to that decision.

Section C—AMENDMENT PROCEDURES

1. A proposed amendment to the *Policies and Standards for the Approval of Separately-Administered Adult High Schools* may be submitted to the State Committee provided six member adult high school principals in the state sign the petition specifying the particular amendment.
2. A State Committee may, if it so desires, initiate specific amendments of its own.
3. The State Committee shall pass the petition of amendment to the Liaison Committee for Separately-Administered Adult High Schools (LCSAAHS) at its fall meeting, accompanied by one of these three recommendations:
 - a. Endorsed
 - b. Not Endorsed
 - c. On Its Merits (No Recommendation)
4. The LCSAAHS is to consider the proposed amendment, making its own recommendation on it. It then shall pass the proposed amendment to the Administrative Committee at its December meeting.
5. The LCSAAHS may submit proposed amendments of its own, provided they are adopted unanimously by that committee and are submitted to the Administrative Committee at its December meeting.
6. At its December meeting, the Administrative Committee shall consider the proposed amendment, affixing to it one of the three recommendations above.
7. The Administrative Committee may initiate specific amendments of its own at its December meeting.
8. After the December meeting, the Executive Secretary shall notify each member of the Commission on Secondary Schools of all the proposed amendments (and the various recommendations accompanying them) that are to be submitted to the Commission on Secondary Schools at the forthcoming Annual Meeting. This notification shall be made at least one month prior to the annual business meeting.
9. Each proposed amendment, along with the recommendations of the State Committee and the Administrative Committee, is to be submitted to the Commission on Secondary Schools at its annual business meeting. The Commission may by a simple majority vote take one of five actions:
 - a. Adopt the amendment as submitted.

- b. Reject the amendment as submitted.
 - c. Amend the proposal, then adopt it as amended.
 - d. Defer action until the next annual business meeting.
 - e. Submit the proposed amendment to an advisory referendum vote of the membership. Formal action then would be taken by the Commission at the next annual business meeting.
10. A proposal for the substantive revision (extensive reformulation) of these policies and standards must first be recommended by the Administrative Committee, then be affirmed by the Commission on Secondary Schools.

Section D—APPEALS PROCEDURES

(These procedures for appeals were adopted by the Commission on Secondary Schools on March 29, 1971 as part of its general policy statement on due process.)

I. Appeals by Member Schools

A member school is accorded the right to appear before its State Committee or the Commission on Secondary Schools to contest any recommendation or decision for its disaccreditation.

The procedures to be followed are:

A. Appeal from the Decision of the State Committee to Recommend Disaccreditation

1. The school is to be notified in writing of the proposed recommendation for disaccreditation and the reasons for that recommendation at least three weeks prior to the annual business meeting of the Commission on Secondary Schools.
2. The school may request to have its representative(s) appear before the State Committee, or a subcommittee thereof authorized to act on behalf of the State Committee, to lodge an appeal or to submit additional evidence. This meeting must be held at least one week prior to the annual business meeting.
3. A school wishing to contest the State Committee's decision beyond this point may make application to the Executive Secretary of the Commission on Secondary Schools to have its representative(s) appear before the Commission when the status of the school is being considered at the annual business meeting. The intention of the school to make this appeal must be submitted in writing to the Executive Secretary no less than forty-eight hours before the session of the annual business meeting at which the accreditation of schools is to be considered.

B. Appeal from a Decision of the Commission on Secondary Schools to Disaccredit the School

1. The present procedures for requesting reconsideration by the Board of Directors for cases of alleged departure from established procedures, bias, injustice, or for the presentation of evidence not originally

offered at the time of the consideration of the accreditation of the school shall remain in full effect. (See III below.)

2. A school may also appeal to the Commission on Secondary Schools the decision to disaccredit the school. This appeal can be made on the grounds of misapplication of membership standards, reconsideration of the quality of the school as justification for its continued membership in the NCA, or for any other reasons apart from those justifying an appeal directly to the Board of Directors.
3. The appeal shall be filed with the Executive Secretary of the Commission on Secondary Schools not less than ten nor more than thirty days after the annual business meeting.
4. The appeal shall state the specific reasons for seeking a reversal of the decision to disaccredit.
5. A panel of three impartial educators shall be selected in this manner: (a) one by the Administrative Committee of the Commission on Secondary Schools; (b) one by the NCA Board of Directors; (c) one by the State Committee.

Efforts shall be made to enlist the services of respected secondary school educators who are knowledgeable about NCA accreditation but who are not immediately involved with NCA activities in any elected or appointed post at either the state or the regional level.

6. The administration of the school may veto the selections made by the Administrative Committee and/or the State Committee, but it may not nominate panelists of its own.
7. The expenses of the panel members are to be borne in this ratio: two-thirds by the appellant school and one-third by the Commission on Secondary Schools. No honoraria nor fees are to be given the panel members.
8. The panel shall hold a hearing within three weeks of the time the appeal is filed, at which hearing the school may plead its case and submit whatever additional evidence it wishes.

9. The recommendation of the panel is to be submitted to the Administrative Committee at its June meeting, at which time the State Chairman and representatives from the school may be present.
10. The Administrative Committee is to reach a decision on the appeal at its June meeting. That decision shall determine the appellant school's accreditation status for the school year, as far as the Commission on Secondary Schools is concerned.

This procedure will exhaust the procedural relief offered a member school faced with disaccreditation, as far as the Commission on Secondary Schools is involved.

II. Appeal by a Non-Member School Denied NCA Membership

A non-member school may appeal the decision to reject its application for membership by following these procedures:

- A. Appeal from the Negative Recommendation of a State Committee
 1. The school is to be notified in writing of the State Committee's intention not to recommend accreditation and the specific reasons for this rejection of its membership application at least three weeks prior to the annual business meeting of the Commission on Secondary Schools.
 2. The school may request to have its representative(s) appear before the State Committee, or a subcommittee thereof authorized to act on behalf of the State Committee, to present its case. This hearing must be conducted at least one week prior to the annual business meeting.
 3. If the applying school requests, its application, along with the State Committee's recommendation for rejection and the reasons therefor, is to be submitted to the reviewing committee process at the annual business meeting, then presented to the Commission on Secondary Schools for its action.
 4. The applying school is entitled to have its representative(s) appear before the Commission on Secondary Schools to argue its brief prior to formal action by the Com-

mission. The request of the school for time on the agenda of the annual business meeting to present its case must be filed with the Executive Secretary of the Commission on Secondary Schools at least forty-eight hours before the session of the annual business meeting at which the application of the school for membership is to be acted upon.

B. Appeal from a Negative Decision of the Commission on Secondary Schools

A school may appeal a rejection of its membership application by the Commission on Secondary Schools on the basis of alleged departure from established procedures, bias, injustice, misapplication of membership standards, or for the presentation of additional evidence relating to its eligibility for NCA membership.

1. The appeal shall be filed with the Executive Secretary of the Commission on Secondary Schools not less than ten nor more than thirty days after the annual business meeting.
2. The appeal shall state specifically the reasons for seeking a reversal of the rejection of the application for membership.
3. A panel of three impartial educators shall be selected in this manner: (a) one by the Administrative Committee of the Commission on Secondary Schools; (b) one by the NCA Board of Directors; (c) one by the State Committee.

Efforts shall be made to enlist the services of respected secondary school educators who are knowledgeable about NCA accreditation but who are not immediately involved in NCA activities in any elected or appointed post at either the state or regional level.

4. The administration of the appellant school shall have no power of veto over these selections.
5. The expenses of the panelists are to be borne fully by the appellant school, but the panelists are not to receive honoraria or fees.
6. The panel must hold a hearing within three weeks of the time the appeal is filed,

at which hearing the school may present its case and submit whatever additional information it wishes.

7. The recommendation of the panel is to be submitted to the Administrative Committee at its June meeting, at which time the State Chairman and representatives from the school may be present.
8. The Administrative Committee's decision, to be reached at that June meeting, shall be final for that school year, as far as the Commission on Secondary Schools is concerned.
9. No appeal of a school applying for membership may be submitted to the Board of Directors, since only member schools may have access to the Board.

III. Requests to the Board of Directors for Reconsideration of Decisions of the Association

A member school has the right to present a request for reconsideration of the classification given to it by the action of the State Committee and the Commission on Secondary Schools. If a school so desires, it should submit a written request, signed by the administrative head of the school and the president of the governing board, to the Executive Secretary of the Association. The exact procedure follows:

1. Requests for reconsideration of decisions of the Association shall be filed with the Executive Secretary of the Association not sooner than 10 days and not more than 30 days following the meeting at which the decisions were made and shall represent official action of the governing bodies of the institutions concerned. The basis for such requests for reconsideration shall be alleged bias, injustice, departure from established procedures, or factual error of sufficient magnitude to warrant reconsideration of the decision. Such allegations shall be supported by evidence in writing, submitted by the institution making the request.
2. The Executive Secretary of the Association shall transmit a request for reconsideration to the Executive Secretary of the Secondary Commission who shall submit the request to the Administrative Committee.

3. The Administrative Committee, or a committee appointed by the Chairman to report its findings to the Administrative Committee, shall consider the allegations of bias, injustice, departure from established procedure, or factual error of sufficient magnitude to warrant reconsideration of the decision, and shall study the evidence submitted in writing by the school. The Administrative Committee shall then submit to the Board of Directors of the Association its report and recommendations together with the allegations and the evidence received from the school. Thereupon the Board of Directors of the Association having considered the allegations, the supporting evidence, and the recommendations of the Administrative Committee, shall take final action on the request for reconsideration.

Section E— ORGANIZATION AND PROCEDURES

I. Published List of Accredited Schools

A list by states of all adult high schools accredited by the North Central Association of Colleges and Secondary Schools shall be published annually in the summer issue of the North Central Association *Quarterly*.

II. State Committee Organization and Functions

1. The State Committees shall consist of:

- a. A member of the college or school of education in the state university who has an assignment in secondary administration, curriculum, or supervision. However, upon petition by the State Committee to the Administrative Committee, the university representative may be centered in a higher institution other than the state university.
- b. A member of the state department of education who has major responsibility in the area of secondary education, especially curriculum, instruction, or administration.
- c. Administrators from member schools according to the following ratios:

<i>Member Schools in the State</i>	<i>Number of Administrator Members</i>	<i>Total Size</i>
Under 100 schools	4	6
100-299 schools	5	7
300-499 schools	6	8
Over 500 schools	7	9

These administrators shall be principals, superintendents, or other administrators (assistant superintendents, directors of secondary education) with primary responsibility for secondary education so long as the majority are principals. They shall be representative of the various enrollment-sized schools and shall be distributed geographically throughout the state.

When there are six or more member junior high/middle schools in a state, at least one of the administrator members of the State Committee shall be from a junior high or middle school. This representation

shall be exclusive of the total committee size indicated above.

When there are ten or more member occupational secondary schools in a state, at least one of the administrator members of the State Committee shall be from an occupational secondary school. This representation shall be exclusive of the total committee size indicated above. The same process and qualifying numbers shall hold true for independent college-preparatory schools.

2. The Chairman of the State Committee shall be the representative of either the state university or the state department of public education and shall be selected by a majority vote of the State Committee, subject to the approval of the Board of Directors of the Association. He shall be elected for a term of four years and shall be eligible to succeed himself, but may continue in office only as long as he is a member of the State Committee.
3. An Associate State Chairman for Junior High/Middle Schools may be appointed as a voting member of the State Committee. This appointment shall be in addition to both the total committee size indicated above and the administrator member from a junior high/middle school.
4. The Chairman of the State Committee is the official agent of communication between member secondary schools in his state and the Commission on Secondary Schools. He is responsible to the Commission for the distribution, collection, and filing of reports and for such other duties as may be necessary to conduct the business of the Commission. In the event of a vacancy in the chairmanship, the State Committee shall elect a Chairman to complete the unexpired term.

III. The Commission on Secondary Schools

The Commission on Secondary Schools is the legal body comprising the Secondary Commission. Its major purpose is to represent the member schools in their relations with the Association and to encourage and assist these schools in the development, maintenance, and continued improvement of an educational program that will

satisfy the needs, interests, and abilities of individual pupils.

The Commission on Secondary Schools is composed of the members of the Administrative Committee, the nineteen State Committees, and the American Dependents' Schools Committee. The officers of the Administrative Committee serve as the officers of the Commission.

IV. The Administrative Committee

The authority for interpreting policies and standards and for conducting the affairs of the Commission on Secondary Schools between its official business meetings is the Administrative Committee.

The Administrative Committee is headed by a Chairman, a Vice Chairman, and a Past Chairman, elected for one-year terms. Voting members consist of one university representative, one state department of education representative, four member school administrators, one representative of junior high/middle schools, one representative of non-public schools, one representative of large urban school districts, one representative of the State Chairmen, and the three representatives of the Secondary Commission to the NCA Board of Directors (one a school administrator, one a university representative, and one from a state department of education.) At all times four of the school administrators must be principals.

In addition, the Administrative Committee may invite to sit with it on a regular basis a representative of the occupational (vocational) secondary schools and of the adult high schools. These representatives will be without vote until at least 100 member schools are enrolled in the particular category. The Executive Secretary is an ex officio member (without vote) of the Administrative Committee.

Members of the Administrative Committee are elected for three-year terms by paper ballot at the annual business meeting of the Commission. Two candidates must be provided for each position. Nominations are made by the State Committees.

V. New Schools

When in the judgment of the State Committee an adult school applying for admission to the North Central Association is of sufficient quality, some

minor deviations from the standards will be permitted. The specific deviations however, shall be reported to the Secondary Commission for its final action at the annual business meeting. This provision applies to adult high schools regardless of their form of organization, if approved by the State Committee.

VI. Consolidated Schools

With the concurrence of the State Committee, a consolidated school may claim continuing membership in the North Central Association provided that at least one of the schools involved in the consolidation was a member of the North Central Association at the time of the consolidation. There must be no break in membership, however. The consolidated school shall be expected to meet all NCA membership standards as fully as would any other member school. The State Committee will determine whether the newly consolidated school must undergo a full-stage evaluation.

VII. Accreditation Under a Different Set of Standards

A member adult high school which wishes to change from these standards to those established for comprehensive high schools must apply anew for membership under those standards. The procedures for handling such an application are to be determined by the State Committee, which may or may not require the full evaluation process preliminary to membership.

VIII. Postponement of an Evaluation to Another Cycle

If a member school is granted a postponement of its evaluation to the next cycle, it must conduct a second evaluation during that cycle to keep it in phase.

IX. Transfer of Professional Personnel

Teachers and other professional personnel in school systems having two or more member high schools who are transferred from one school to another and who have been previously approved by the Commission will continue to be approved if they are assigned to the same teaching fields or professional duties. In the case of older teachers who may not have been fully qualified, the ad-

ministration should encourage them to continue their educational preparation.

X. Equivalency Certificates Based on General Educational Development Tests

Diplomas or Certificates of Equivalency of high school graduation will be recognized by the Association only when they are issued by or on the authority of a state department of public instruction. Such diplomas or certificates should not indicate graduation from any particular high school.

XI. Standard Disclaimer Page for Written Evaluation Reports

In an effort to preclude the improper use of Secondary Commission evaluation reports, the following page is to be included in all NCA reports:

Limitations on the Distribution, Use, and Scope of This Document

It is the official intent of the Administrative Committee of the North Central Association Commission on Secondary Schools that this report on the evaluation of the school be considered a privileged document, to be submitted by the State Chairman's office or by the chairman of the evaluation team directly to the administration of the school. The distribution of the report and its availability for public consideration beyond that point rest solely in the hands of those administrators. Neither the chairman nor the other members of the evaluation team are authorized to release any of the information contained in this report without the express approval of the administration of the school.

The prime concern of the evaluation team has been to determine the actual situation as it exists in the school and not to pass judgment on the professional personnel involved. Hence neither the total report nor any of its subsections is to be considered an appraisal of any individual staff member, but rather an objective description of existing circumstances as they appear to trained and experienced schoolmen.

Moreover, the use of this report as an official assessment of any staff person's professional competency would be in violation of the professional ethics under which a school evaluation is to be conducted. *A fortiori* such a use would be inherently invalid, since at no time during the

evaluation process has the evaluation team been concerned with the appraisal of individual school personnel.

The members of the evaluation team have voluntarily placed their professional judgment in balance in arriving at the conclusions reported in this document. They are willing to support the thoughtful evaluations they have made, provided the report is used appropriately. They are not to be held accountable for any injudicious or unauthorized use of this document.

**Section F—
RULINGS OF THE ADMINISTRATIVE
COMMITTEE ON PROBLEMS NOT
COVERED BY THE POLICIES
AND STANDARDS**

I. Split (Double) Sessions

Double sessions are not approved except in emergencies and then only temporarily; evidence must be presented showing that plans have been made to remedy the situation.

II. Experimental Program

A member school seeking approval for an experiment involving departure from the policies and standards of the Commission should require that the State Chairman provide it with a *Report on Experimentation* form; this completed form is then to be sent to the State Committee for action.

III. Host Nation Teachers and Foreign Nationals

- a. Qualified host nation teachers may be permitted to teach a second foreign language where explanation of the circumstances is provided by the school.
- b. Native teachers, if qualified according to the standards, may be employed to teach in adult evening high schools.

IV. Graduates of an Institution Prior to Its Accreditation

An individual graduating from a college or university prior to the time of its accreditation is not a graduate of an accredited institution. In order to validate a degree earned at an unaccredited institution, an administrator must enroll in an accredited institution and pursue a recommended program until the master's degree is awarded.

V. Mileage

Travel by car on Commission business may be reimbursed at 10¢ per mile up to 400 miles round trip. For distances over 400 miles, reimbursement will be at the rate of coach air fare.

When travel is by any conveyance other than air or rail, no en route expenses will be paid other than coach class air fare.

VI. Use of Lay Aides and Paraprofessionals

The use of lay aides and paraprofessionals is encouraged in the adult high school wherever it is legal and appropriate.

NCA membership dues:

1973-74: All member schools \$75 per annum.

1974-75: All member schools \$125 per annum.

Approved by the Commission, March 28, 1973.

Appendix

NCA REQUIREMENTS FOR TEACHERS IN HIGH SCHOOL DIPLOMA-COMPLETION COURSES

PROFESSIONAL STAFF

The school shall be staffed by teachers who are well qualified in professional subject matter areas, actively encouraged by the school system to improve their competencies, involved in those areas of decision-making affecting the school program, and teaching under conditions favorable to good morale.

4.1 *Degree and Legal Standards.* All teachers shall hold a baccalaureate degree from an institution accredited by a regional accrediting association, and shall meet the legal standards for teachers in the state in which they are employed. Graduates of non-accredited institutions may have their undergraduate work validated by admittance to graduate standing and completion of a minimum of five semester hours of credit in a regionally accredited graduate college.

4.11 *Graduate Work from Accredited Institutions.* Wherever in these standards a master's degree or graduate work is required, the work must have been taken in a regionally accredited institution. Work in a foreign university will be accepted only if the work is evaluated by the graduate division of a regionally-accredited university and is declared the equivalent of similar graduate work in an American institution. The graduate division must also declare that the foreign university is an established and internationally recognized institution.

4.2 *General Preparation.* All teachers shall have at least 40 semester hours of work in general education well distributed over such fields as English, history, social science, mathematics, fine arts, languages, science, philosophy, religion, and psychology.

4.3 *Professional Preparation.* All teachers shall have had student teaching or served an internship as part of an approved teacher education program in a higher institution accredited by one of the six regional accrediting associations and shall have satisfactorily completed course work in such areas as the learning process, measurement, philosophy, psychology, social foundations, and cur-

riculum totaling at least 18 semester hours. Satisfactory teaching experience may be substituted for the student teaching requirement where state certification permits.

(*Interpretation:* If teaching experience is offered in lieu of student teaching, up to six hours of professional preparation will be waived, in accordance with the practice prevailing in the specific state and provided the teacher is fully certified by the state.)

- 4.4 *Teaching Fields.* Teachers in the following fields shall have the minimum number of semester hours of credit hereinafter prescribed in order to qualify for teaching assignments in their respective fields.

Teaching Field or Subject

(A teacher may qualify to teach a certain subject by taking and passing a proficiency examination, provided an accredited college certifies that the teacher has demonstrated competency equal to one having completed the required preparation.)

- 4.41 **AGRICULTURE**—24 semester hours in agriculture.
- 4.42 **ART**—24 semester hours in art.
- 4.43 **BUSINESS**—24 semester hours in business with at least one college course in each high school subject to which he is assigned.
- 4.44 **CORE OR BLOCK-OF-TIME** — 24 semester hours appropriately distributed among the subjects included in the core or block-of-time.
- 4.45 **ENGLISH** — An English teacher shall have at least 24 semester hours in English. These shall include an appropriate distribution of courses in literature and composition. Five semester hours in speech and/or journalism may be counted toward meeting this requirement.
- 4.46 **FOREIGN LANGUAGES**—20 semester hours in each foreign language to which a teacher is assigned. One semester hour may be allowed for each unit of high school foreign language, but not to exceed two hours.
- 4.47 **HEALTH**—A teacher of health must first qualify under these standards for some specific teaching field and must have at least 8 hours of health-related courses. A full major in health alone (20 semester hours) will qualify a teacher under this requirement.

- 4.48 HOME ECONOMICS—24 semester hours in home economics.
- 4.49 HUMANITIES—24 semester hours of courses appropriately distributed among subjects included in the course. Because this course often includes such areas as art, music, literature, philosophy, and social studies, members of a team responsible for the course shall be qualified in the areas they are teaching.
- 4.50 INDUSTRIAL ARTS—20 semester hours in industrial arts including at least one course in each subject taught.
(Interpretation: Teachers of drafting, general drawing, or mechanical drawing are approved under this standard. They may also qualify by combining art and/or industrial arts to make 20 semester hours. If an individual has qualified in the field, five semester hours in drawing is sufficient.)
- 4.51 JOURNALISM—A major in journalism of 24 semester hours or more, or a minimum of five semester hours in journalism plus sufficient additional work in related fields to total at least 24 semester hours.
- 4.52 MATHEMATICS—20 semester hours of credit in mathematics which need not correspond to high school courses to which a teacher is assigned. One semester hour may be allowed for each unit of high school mathematics, but not to exceed two hours.
- 4.53 MUSIC—24 semester hours in music.
- 4.54 PHYSICAL EDUCATION—20 semester hours in physical education.
- 4.55 READING—A major in reading of at least 24 semester hours, or a minimum of one course in reading plus sufficient additional work in English and/or related fields to total at least 24 semester hours.
- 4.56 SCIENCE—24 semester hours in the field of science, appropriately distributed in the subjects to which the teacher is assigned. Teachers of highly specialized elective subjects shall have had training and/or experience sufficient to qualify them for assignment to teach such specialized electives, subject to the approval of the State Committee.
- 4.57 SOCIAL STUDIES—24 semester hours in the field of social studies, appropriately distributed in the subjects to which the teacher is assigned. Teachers of highly specialized elective subjects

have had training and/or experience sufficient to qualify them for assignment to teach such specialized electives, subject to the approval of the State Committee.

4.58 **SPEECH**—A major of 24 semester hours or more in speech and dramatic arts or a minimum of eight semester hours in speech plus sufficient additional work in English to total at least 24 semester hours.

4.59 **DRIVER EDUCATION, INDUSTRIAL EDUCATION (VOCATIONAL), REMEDIAL TEACHERS, SPECIAL EDUCATION, AND OTHERS**—Teachers of these subjects, and of all other subjects for which NCA requirements have not been established, will be approved by the Commission if they hold a certificate for the respective field issued by the state in which they are teaching. In the absence of such state certification, approval is left to the judgment of the State Committee.

Other Secondary Commission publications . . .

that may be of interest to you. Free single copies of all except the first two items are available from the Executive Secretary of the Secondary Commission, 5454 South Shore Drive, Chicago, Illinois 60615.

The NCA Evaluation Guide for Secondary Schools: A Workbook for the Self Study and the Evaluation Review (\$8.00)

Leadership for Quality Evaluation: A Manual for Evaluation Team Chairmen (\$.50)

Policies and Standards for the Approval of Secondary Schools

Procedures for the Evaluation of Secondary Schools

Policies and Standards for the Approval of Junior High/Middle Schools

Procedures for the Evaluation of Junior High/Middle Schools

Partners in Quality Education—the Junior High/Middle School and the North Central Association

Policies and Standards for the Approval of Independent College-Preparatory Schools

Policies and Standards for the Approval of Occupational Secondary Schools

Partners in Quality Education—the Occupational (Vocational) Secondary School and the North Central Association

Policies and Standards for the Approval of Separately-Administered Adult High Schools

A Primer on NCA Accreditation for Secondary Schools: Its Rationale, Its Nature, Its Structure

Improving Education Through School Evaluation

Broad Characteristics Relating to the Quality of a Secondary School

What Behavioral Outcomes Should Our High Schools Stress?

Student Questionnaire; Teacher Opinionnaire

NCA Today (A Newsletter)

COMMISSION ON SECONDARY SCHOOLS 1973-1974

OFFICERS

- Chairman:** DAVID A. WICKERSON, Principal, South High School, 1001 Hollywood Drive, Pueblo, Colorado 81004
- Vice-Chairman:** F. R. WANSCK, Acting Deputy Superintendent, State Department of Public Instruction, State Capitol Building, Pierre, South Dakota 57501
- Panel Chairman:** MICHIGEL M. GRASSOY, Professor of Education, Indiana University, Bloomington, Indiana 47401
- Executive Secretary:** JAMES A. STANAVEL, 5454 South Shore, Chicago, Illinois 60615

ADMINISTRATIVE COMMITTEE

- G. S. STUBBS AND HARRIS, University of Michigan, Bureau of School Success, 401 South Fourth Street, Ann Arbor, Michigan 48101 (1974)
- HOWARD W. LUTCH, University of Arizona, College of Education, Tucson, Arizona 85721 (1974) (Representative for State Chairmen)
- HOWARD A. MASON, Superintendent, United States Dependents' Schools, European Area, APO New York 09164 (1974)
- R. PACE, Bureau of Education of Northern Iowa, Department of Educational Services, Falls, Iowa, 50613 (1975) (Representative for Junior High/Middle Schools)
- LEONARD K. KANE, Principal, Northland High School, 1919 North-Old Wyco, Columbus, Ohio 43224 (1975)
- JERRY GILSON, Principal, Grasse Pointe South High School, Grasse Pointe, Michigan 48236 (1975) (Representative to the Board of Directors)
- DR. W. J. ARNEY, Principal, Tulsa Area Vocational/Technical Schools, 3420 South Memorial Boulevard, Tulsa, Oklahoma 74115 (1975) (Representative for Occupational Schools)
- EDNA STEIGER, State Department of Education, 233 South Tenth Street, Lincoln, Nebraska 68508 (1975)
- E. B. HENSON, Dean, Culver Military Academy, Culver, Indiana 46011 (1976) (Representative for Independent College-Preparatory Schools)
- KENNETH BECK, Assistant Superintendent, St. Paul Public Schools, 360 Colburne Street, St. Paul, Minnesota 55101 (1976) (Representative for Large City Districts)
- J. KERRY KAYNICK, Principal, J. Sterling Morton East High School, 2424 Archer Boulevard, Cicero, Illinois 60650 (1976)
- ROBERT H. KIRBY, State Department of Education, State Capitol Building, Charleston, West Virginia 25305 (1976)
- ALLEN KROUSE, Principal, Del Norte High School, 5323 Montgomery Boulevard, Albuquerque, New Mexico 87109 (1976) (Representative to the Board of Directors)
- NORMAN G. ARNEY, Professor of Education, University of Missouri, 100 HOB Hall, Columbia, Missouri 65201 (1977) (Representative to the Board of Directors)

LIAISON COMMITTEE FOR ADULT HIGH SCHOOLS

- DAVID A. WICKERSON, Principal, South High School, Pueblo, Colorado 81001 (Chairman)
- DONALD BECK, PRFP Administrative, United States Dependents' Schools, European Area, APO New York 09164
- LOREN F. FURNESS, Principal, Lincoln Technical College Adult High School, Lincoln, Nebraska 68510
- WILLIAM C. MASON, School of Education, Northern Illinois University, DeKalb, Illinois 60115
- BARRY F. PETERSON, Adult Education, Principal, Davenport Community Schools, Davenport, Iowa 52803